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ABSTRACT

This selective bibliography cites documents produced between 1960 and 1976 and is divided by subject matter into two parts: section 1 contains fifty-six annotations on prison education programs on both the secondary and postsecondary levels, and section 2 contains nineteen annotations on probation. Included are journal articles, monographs, conference papers, speeches, dissertations, literature reviews, and research reports. While the results of investigative studies constitute the subject of the majority of documents, program reports (including those on demonstration and pilot projects) are also covered. Length of the annotations ranges from 50 to 200 words. As applicable, ERIC document numbers are provided in the citations as well as notice of abstracts in "Crime and Delinquency Literature," "Criminal Justice Abstracts," and "Abstracts in Criminology and Penology." (ELG)

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PROBATION EDUCATION PROGRAMS: An Annotated Bibliography

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PRISON EDUCATION PROGRAMS

Adams, S. Higher learning behind bars. Change, 1973, 5 (9), 45-50.

At the time of the article, it was estimated that there were 10,000 to 15,000 collegians among the 225,000 inmates in the country. In the early decades of this century, prison education was accepted in principle, but early programs were crude and impoverished compared to those of the free community. By mid-century most prisons emphasized both academic and vocational education with much attention to "social education." The 1950's and 1960's saw the growth of university extension courses in prisons. The San Quentin Prison College, for example, began in 1966: its first two years focused on freshman and sophomore liberal arts courses taught by instructors from nearby schools. Prisoners were eager, attentive, and hard-working. The Upward Bound Oregon Prison Project, begun in 1967, corrected some San Quentin problems like insufficient attention to social education, counseling, assistance in making the transition from prison to community, and supervision during the first months of the parole-to-college plan. Analysis of recidivism rates from a third project, Federal City College-Lorton Project, shows that after one year 18% of college participants recidivated compared to 25% from control groups. This lower rate represents a significant savings in prison expenses alone, and graduates also have a higher economic potential.

Adams, S. and Connoly, J. J. Role of junior colleges in the prison community. Junior College Journal, 1971, 41 (6), 92-98.

Junior colleges are well-equipped for prison education: they have a wide range of offerings, are experienced in meeting the needs of disadvantaged persons, and are readily accessible. Further, community services and adult education are major functions of community colleges. The present study examined cooperative programs between correctional institutions and two-year colleges. Of the 180 respondents to the survey, 98% were publicly supported. From the sample 35% of the programs were initiated by the college and 26% by the correctional institution. There was live instruction in 93% of the programs. Over 60% had enrollments under 50. In 23% of the programs, participation was voluntary, while in 20% there were academic qualifications. Twenty-eight per cent of the programs were oriented around liberal arts, 10% around business, and 4% around science. All courses carried credit in 47% of the programs while 37% offered credit for no courses. Only 37% of the programs offered degrees, mostly various types of

associate degrees. The plurality of programs were funded by the colleges.

Allen, R. A. Inmates go to college. Personnel and Guidance Journal, 1974, 53, 146-149.

The Upward Bound program is an attempt to prepare educationally and economically disadvantaged youths for college entrance by involving them in an accelerated educational enrichment program; New Gate is an attempt to extend this concept to prisoners by bringing the campus to prison. New Gate students are selected for their potential for and interest in college: most have a high school diploma or its equivalent and are rarely screened on the basis of crimes. The program focuses on providing an educational component flexible enough to bring slow learners to the college level, supplying some kind of group or individual counseling, and preparing the inmate for release. The post-release component of the program provides financial and other support for those who decide to enter college: staff for this component check with admissions officers, look for scholarships, locate housing. The total New Gate experience may span one to two years and combine education with rehabilitation. New Gate recidivism rates are not significantly different from other programs, but the author suggests that this is because graduates are more visible, so more is expected of them.

Bassett, J. E., Blanchard, E. B., Harrison, H., and Wood, R. Applied behavior analysis on a county penal farm: A method of increasing attendance at a remedial education center. Corrective and Social Psychiatry, 1974, 20 (1), 21-23.

The authors begin with the premise that someone with marketable skills and improved academic abilities in areas like reading, language skills, and arithmetic, is less likely to recidivate. At the Shelby County Penal Farm in Memphis, a good remedial education center was installed, but utilization was only by 25-30% of inmates. There was a need to increase participation without use of more funds or compromising security. Subjects in this study were 17-72 year old men serving 6-month to 5-year sentences who were required to work a 40-hour week on a farm or highway. The 400 inmates were allowed to use the four pay telephones three nights per week for three minutes only: it is common to wait for several hours only to have the phones close. The experimental condition here started with posting notices stating that, for every two hours in the Learning Center, an inmate could make two 6-minute calls per week, but such a privilege could begin only after the inmate had spent four consecutive nights at the Center. The condition lasted for 17 school days. The baseline utilization

rate was about 30 man-hours per evening; during the experiment it reached 83 man-hours, then, afterwards, it again receded. Further, there was a significant relationship between man-hours of attendance and achievement.

Belcastro, F. P., Cocha, W. A., and Valois, A. J. The use of programmed instruction in United States correctional institutions. Journal of Correctional Education, 1972, 22 (1), 14-17,42.

An essential part of rehabilitation includes helping the inmate to experience feelings of accomplishment and worth and to overcome an inferiority complex. The authors attack prison education for not providing instructional material fitting its constituency. They advocate programmed instruction because it is primarily self-instructional, the material is presented in small steps to permit progress, the learner is asked to respond to a new problem based on what was learned earlier, the inmate is able to learn at his own speed, there is immediate feedback and rewards, and it is not competitive. The overwhelming majority of teachers, superintendents, education directors, and student inmates using programmed instruction, like it. It can also relieve the problem of classroom shortages.

Bennight, K. C. A model program for counseling and placement of offenders. Journal of Employment Counseling, 1975, 12, 168-173.

The author describes the Maryland Comprehensive Offender Model Program (COMP), a manpower program for prisoners. The first stop in this program is the Reception and Diagnostic Center, where a prisoner is referred after sentencing for two to six weeks to determine which institution is best suited to the needs of the offender, and to develop an employability development plan. In the institution a counselor helps the offender to work on the plan and to reestablish family relations. Before release the counselor contacts the local employment office. The main ingredients of the program are good client assessment, counseling toward the definite goal of getting a job, and individualized job development.

Bertholf, M. J. A feasibility study of post secondary education in a California prison. Journal of Correctional Education, 1974, 26 (3), 18-24.

The present study examined current trends in prison education, the needs of the inmates of the vocational institute in question regarding college-level instruction, and opinions of educators and

prison administrators as to the feasibility of education programs. Inmates highly desire college courses and think they may better enable them to compete in the outside world. Most would prefer social science courses.

Boorkman, D., Fazio, E. J. Jr., Day, N., and Weinstein, D. Community-based corrections in Des Moines, an exemplary project. Urban and Rural Systems Associates, San Francisco, 1976, ERIC Document Reproduction Service #ED 132 262.

This is a lengthy monograph. The authors describe the Des Moines projects and discuss its success. They examine in-depth the four major program components: pre-trial release, supervised release, probation and the pre-sentence investigation, and the community correction facility. They further discuss possibilities for replicating this project elsewhere.

Braswell, M. and Fondren, D. Voc ed's role in rehabilitating offenders. American Vocational Journal, 1976, 51 (4), 35-36.

The important responsibility of the vocational specialist in prison education is to act as a catalyst in helping the offender experience intrinsic and extrinsic rewards of his vocation. The offender succeeding in recognizing the importance of work to his personal well-being gains in vocational stamina and can approach decisions with confidence. Vocational educators make their greatest impact on recidivism among offenders diverted from incarceration and those in post-release programs. A vocational program designed for career development requires individual appraisal, group guidance, vocational exploration, education and training, job placement, and a follow-up. The Texas Pre-Release Center requires 25 half-day sessions of exposure to information and education on job opportunities, vocational planning, employment aids, keeping a job, human relations, and emotional maturity. The South Carolina community pre-release program consists of three parts, two of which, work-release and a 90-day accelerated pre-release, are aimed at meaningful and well-paying employment, and the third of which, educational release, gives relevant vocational training in the community. The national recidivism rate is 60%, but in Texas it is 14% and in South Carolina it is 14.4% (9.1% for those in work-release).

Brautigam, R. K. Work-release: A case study and comment. Prison Journal, 1972, 52 (2), 20-35.

A wage-earning prisoner can help to defray the cost of his incarceration while he retains some ties to the community. The author examined a county jail work-release program in Wisconsin. Nearly all those sentenced to confinement were eligible for release programs, and nearly all participated in them. Over half were gainfully employed: they worked at least 20 hours per week, and 70% worked over 40 hours. Those in the non-work group were released periodically to look for jobs, visit their family, or participate in academic, medical, and social programs. A quarter of the study group were convicted felons, and a higher proportion of felons than misdemeanants participated in work-release. There were no elaborate screening procedures or attempts to screen out prisoners on the basis of seriousness of offense. The data suggest that most offenders in jail can be successful on work-release.

Britton, G. M. and Glass, J. C. Jr. Adult education behind bars: A new perspective. Journal of Correctional Education, 1974, 26 (2), 6-7.

Prisons strip inmates of their individuality and furthers the possibilities of a hostile reaction to any attempts at rehabilitation or education. Adult educational programs are too often institutionalized packages based on middle-class values. The teacher is seen as a representative of those who determined the inmate to be unfit. The authors criticize the idea of using inmates as instructors because it would be too hard for them to overcome the "us" versus "them" feeling. The authors claim that there have been many more failures than successes in such attempts. Studies show that members of disadvantaged groups like inmates have values that are not conducive to self-help. For example, they are unwilling to admit error, resort to physical aggression, are apathetic, distrustful, and fatalistic, and lack innovativeness. Educational programs must have immediate gratification. The main focus of inmate education should be on the alteration of values and attitudes. New methods must be developed to give a new sense of direction, social responsibility, and self-concept to inmates. Without these, literacy and vocational training are irrelevant.

Campbell, D. D. Developing continuing education in the correctional institution: Some principles and practices. Canadian Journal of Criminology and Corrections, 1974, 16, 117-132.

Education must be administered in terms of individual needs and directed purposefully toward specific objectives. There are several aims in prison education: intellectual, social, economic, aesthetic, and physical. To develop a program, planners should have an advisory committee consisting of four categories of members: those concerned with programming and instruction; those responsible for community liaison; those able to offer resources, facilities, and equipment; and those capable of conducting research including an evaluation of program effectiveness. The goals of the program should reflect the adopted philosophy of rehabilitation. It should be remembered that education is just a single element of the total correctional program. Personnel familiar with the policies and rehabilitation practices of the institution should be selected. Administrators whose experience and expertise are in continuing education should be recruited. The educational program should intersperse formal and informal elements. The inmate learner should be involved in the selection of the program. It is important to maintain a community liaison.

Cooperative follow-up project of the Windham School District and the Texas Department of Corrections. Texas State Department of Corrections, Huntsville, Windham School District, 1975, ERIC Document Reproduction Service #ED 131 318.

About half of Texas' 17,000 inmates attend Windham, where there is vocational training in 31 skill areas. The present study involved interviews with three treatment groups: graduates of Windham School District Vocational Training Courses, graduates of other vocational training or work furlough programs, and a control group with no vocational training. All inmates interviewed were released during 1973. Recommendations include placing an individual in a job directly related to his training and instruction in areas peripherally related to employment, like management and interpersonal development.

Cross, T. College-in-prison feasibility study. Harvard College, 1969, distributed by National Council of Crime and Delinquency. (Available at Library of John Jay College of Criminal Justice)

This is a lengthy study concerned with the installation of a college-level curriculum leading to an associate degree in a Massachusetts correctional institution. The author describes a few past efforts. The Southern Illinois University-College Program at the Illinois State Penitentiary at Menard began in 1956 with an

extension course for credit in journalism. The next year, ten new adult education courses in speech, English, philosophy, and government were added. In 1962 a full-fledged college curriculum was offered. All normal undergraduate courses except science courses requiring labs were offered. As of 1966, 35 had resumed college studies after prison, two had received Masters degrees, and one was completing his doctorate; only a few had violated parole. The San Quentin Prison College Project, begun with a small pilot program in 1966 in association with the University of California at Berkeley and funded by the Ford Foundation, offered a full curriculum shortly after. Admission requirements included a high school diploma or its equivalent and a favorable interview with the director. Courses included English composition, math (including calculus), psychology, personality dynamics, sociology, the prison community, and criminology. Initial enrollment was low, perhaps because of skepticism about the program's short-term nature, but academic achievement was high.

Denton, G. J. and Gatz, N. Ohio's work furlough: College for felons. American Journal of Corrections, 1973, 35 (3), 33-45.

Inmates having served at least one third of their sentence are eligible for the program. After being screened, they must receive parole board sanction and obtain adequate university housing at a proper cost. As a response to public charges of pampering, the authors suggest noting that tuition payments and stipends come from funding sources available to anyone.

Drucker, P. K. Short-term education in a short-term penal institution. Crime and Delinquency, 1966, 12, 58-69.

The author describes the establishment of a pioneer literacy program sponsored by the Westchester Citizens Committee of the National Council on Crime and Delinquency at the Westchester County Penitentiary. The recidivism rate at this prison was high, and there were many first-offenders (in 1964, 32% were first-offenders and 25% had over ten commitments). Average time served per commitment was eight weeks. The pilot program described was based on the assumption that educationally deprived adults lack the skills to find employment and feel inadequate because of their inability to compete. The program was voluntary and open to those with less than a fifth-grade reading level. The teacher used better educated inmates as instructors of men needing individual help; these "assistants" were excited about doing something worthwhile. A State Education Department review after eight months recommended a large expansion and more intelligence and achievement tests. At first, participants were severely harassed

by other inmates, but that changed. Basic academic and practical courses were added to the curriculum. The average academic growth in 1964 was one year, one month in two months of classroom attendance.

Emmert, E. B. Offender assistance programs operated by postsecondary institutions of education, 1975-76. American Association of Community and Junior Colleges, Washington, D. C., 1976, ERIC Document Reproduction Service #ED 125 726.

The author reports a survey of higher education programs across the country. The majority consist of one or more academic or vocational courses. Disadvantages include depending on inmate interest which limits variety and hinders taking sequences toward a degree. Advantages include an introduction to college level and vocational studies and testing abilities and interest. Many degree-granting programs started with a smaller scope, but interest and support led to larger curricula leading to A.A. and B.A. degrees. Some occupational training programs go beyond traditional areas like auto mechanics to accounting and data processing, horticulture, and dairy production. Many programs have support programs for ex-offenders: these would include help with job placement, setting up parole plans, and assistance in housing. The author appends an extensive list of programs all over the country and brief descriptions of each.

Gagnon, G. O. The New Jersey Higher Education Program. Journal of Correctional Education, 1974, 26 (2), 8-9.

New Jersey correctional institutions have educational programs administered by the Garden State School District. The Prison Education Network of Mercer County Community College is accountable to the district and operates in seven prisons. The network provides academic programs consistent with the goals of the community college, offers curricula leading to an associate degree, provides support services similar to those for outside students, develops modes of learning for inmates, and plans. Teachers are drawn from the college faculty. Degree programs are in business administration, liberal arts and humanities, and community services.

Galley, J. P. and Parsons, M. H. College behind the walls: Factors influencing a post-secondary inmate education program. Paper presented at National Convention of the Community College Social Science Association, 1976, ERIC Document Reproduction Service #ED 130 696.

A 1976 report shows that 46 states participate in post-secondary education in prisons. Mostly two-year community colleges are involved because it is the philosophy of community colleges to meet all educational needs, they are community-based and inmates are part of that community, and the colleges, as part of the community, have a vested interest in combatting recidivism. This paper discusses the Hagerstown Junior College program in the Maryland Correctional Training Center. To insure both program and student success, there should be a symbiotic relationship between college and institution functions; for example, the screening committee consists of classification personnel, custody people to impress conformity to rules, a college counselor to evaluate test data, and a representative of the instructional program. A fatal flaw in correctional educational programs is assuming all inmates share educational aptitudes, interests, and needs, so all inmates entering the program were tested with the ACT Assessment Program, and a member of the college counseling staff meets with inmates on a regular basis. If the inmate is to avoid recidivism, he must have a specific goal upon release, so courses offered allow the inmate to transfer to a senior institution if desired, and immediate placement in a work setting may be preferable. Programs should encourage an attitude change; here, a contract is designed that the inmate signs, and tenure in the program is contingent on following the behavior prescribed in the contract. In five years, less than 10% were removed for contract violation. In seven years, 316 inmates have participated in this program with an average 23-credit load and a grade-point average comparable to other students. The recidivism rate seems to be lower than the state average. The authors contend, however, that the best argument for the program is the opportunity for betterment that it provides.

Glaser, D. The effectiveness of correctional education. American Journal of Corrections, 1966, 28 (2), 4-9.

The author declares that prison education programs are successful. If one compares inmates of similar age and criminality who are confined for long terms, one finds that those with much prison schooling have higher post-release success rates; further, those advancing a grade level in prison have greater success. To have more successful prison education, the challenge must be increased. There must be a broader range between that which frustrates and that which bores. Further, the social relationships which students associate with schooling must be changed: the inmate must feel regarded as important and well-liked. For any program to be successful, there must be

ongoing research to assess performance. There should be follow-up data on the utilization of prison schooling in postrelease life and on correlation with nonrecidivism. Experimental research is facilitated if more people sign up for a program than there is room for; then, a random control group can be formed.

Gluckstern, N. B. and Wenner, K. The model program at Berkshire. Personnel and Guidance Journal, 1974, 53, 153-162.

The Model Education Program is an ongoing process providing experiential education. Inmates and officers may work together in a job experience combined with classes and informal meetings. Inmates look forward to future job possibilities, and officers change roles from "turnkeys" to "correctional educators." The Berkshire Belchertown Project consists of one officer and seven inmates working at a state school for the mentally retarded: the program gives school residents some much-needed direct care and has the correctional institution perform a community service. The Concord Reformatory Training Project is an inservice training program where inmates and officers go weekly to the Concord Reformatory to teach inmates in basic learning skills (listening, interpersonal skills) by microcounseling and looking at individual leadership styles. The Comprehensive Vocational Education programs exposes inmates to several areas before they commit themselves to one. Other programs include having regular undergraduates living in jail for a term to tutor, self-help therapeutic groups, traditional vocational education programs, basic education, college course work in local schools, and inservice training in group leadership and management roles.

Harrison, H. D. II. Remedial education for prison inmates. Journal of Correctional Education, 1974, 26 (1), 16-17.

The author describes the attempt at the Shelby County Penal Farm in Memphis to make education appealing to those turned off by it. The Personal Learning Center focuses on motivation, immediate gratification, and personal counseling for unique individual educational problems. There is programmed instruction. Anyone desiring to be in the program is given diagnostic tests. A teacher then devises an individualized program for which there is no time limit. The goal is the GED exam for a high school equivalency diploma.

Herron, R. H. Project NewGate--past, present, and future: Issues of the change-agent role in the replication of a demonstration program. Albany, State University of New York, 1973. Abstracted in Crime and Delinquency Literature, 1974, 6, 34-35.

The author refers to the Upward Bound Oregon Prison Project which was expanded into Project NewGate. Various NewGate programs differ, but all are four-year academic programs for inmates, have a prison component with a full-time, fully accredited academic program, offer some type of therapy to all, offer career, academic, and personal counseling, and have a transitional phase providing for transfer to a college campus. The author then discusses the problems and role of the change-agent.

Herron, R. H., Muir, J. T., and Williams, D. National survey of postsecondary education programs for incarcerated offenders. National Council on Crime and Delinquency, NewGate Resource Center, Hackensack, N. J., 1973. Abstracted in Crime and Delinquency Literature, 1974, 6, 168-169.

The authors surveyed 305 institutions for male and female felony offenders. Of the 218 (71%) which offered postsecondary education, 118 had part-time programs, 52 full-time, and 48 had combinations, while 69 would not excuse the inmate from his work assignment. A hundred fifty-five of those providing college credit also award a technical certificate or academic degree upon successful completion. Twelve award bachelor's degrees to prisoners, and 101 award associate degrees. Study-release was used at 144.

Jacques, L. L. A national survey of the correctional education programs available to inmates of penal institutions for adults. Ann Arbor, Michigan University Microfilms, 1973, dissertation. Abstracted in Crime and Delinquency Literature, 1974, 6, 165-166.

Arithmetic is the most common basic course with reading next. Fifteen per cent of the population of reporting institutions participate in basic programs, and 9% do in secondary programs. In 123 of the 172 responding institutions, the basic education program had no entrance requirements. In 32, inmates not meeting minimum educational standards are required to participate. English grammer is the most common course in secondary programs. College levels, study-release, and vocational-technical programs are available in many institutions. A common problem is lack of sufficient operating funds.

Jeffery, R. and Woolpert, S. Work furlough as an alternative to incarceration: An assessment of its effects on recidivism and social cost. Journal of Criminal Law and Criminology, 1974, 65, 405-415.

This program allows selected inmates to work at-large in the community by day and return to the institutuion during non-working hours. Three features include: individual treatment but an overall decrease in the amount of direct control the correctional system has over the inmate, a focus on facilitating reentry into society, and a lower administration cost. These authors studied a program in San Mateo County, California, and the experimental group consisted of 110 offenders admitted in the early portion of 1967. The control group of 94 came from the 1965 prison population. All sex and narcotics offenders and violent criminals were excluded. Overall, four-year post-release records show that only 19% avoided arrest and 34% remained unconvicted of subsequent crimes. However, the percentages of work furloughers without arrests (23%) and without convictions (43%) was nearly double those of the control group (13% and 23%, respectively). This difference declined with time after release, so work furlough is effective overall but especially during the immediate post-release period when recidivism rates are highest. A major finding is that work furlough is most beneficial to those having the highest risk of failure after release, perhaps because the program's main therapeutic value is returning people to work and the admission to a special program has positive psychological benefits via the labeling effect. The authors suggest that, if inmates with the highest risk of future incarceration benefit most from the program, then we must consider ways to get them into it safely. More research is needed to isolate relevant variables.

Johnson, D. C., Shearon, R. W., and Britton, G. M. Correctional education and recidivism in a woman's correctional center. Adult Education, 1974, 24, 121-129.

The present study was designed to determine if academic achievements of women inmates during incarceration had significant effects on recidivism. Experimental and control groups consisted of 100 inmates matched as closely as possible in 14 factors like age, IQ, race, and crime. The hypothesis that education reduces recidivism is not supported.

Joselson, M. Prison education: A major reason for its impotence. Corrective Psychiatry and Journal of Social Therapy, 1971, 17, (2), 48-56.

The author hypothesized that absence, deficiency, or defect in normal communication skills may augur a tendency toward criminal behavior and prospects for recidivism. The author studied inmates in a speech and hearing remedial program in the Florida Division of Corrections. The majority of inmates had severe language deficiencies and seemed to see a connection between these lacks and crime. Ninety subjects ranging in age from 18 to 53 ($\bar{X}$=29 2/3), equally black and white with three academic levels similarly represented, were randomly chosen for study. Receptive language skills decrease with increased family size, perhaps because of little attention when young. Receptive and expressive language skills increase with increased schooling and IQ scores and are superior for those convicted of property crimes than those convicted of violent or personal crimes. Half of the subjects had very low abilities: the average black had receptive skills comparable to an 11-year-old and expressive skills on a par with an 8-year-old. Prison curricula must embrace functional language as well as social skills, or they will fail in the stated fundamental goal of resocialization and reduction of recidivism.

Kerle, K. A look at some European prison education programs. Journal of Correctional Education, 1974, 26 (1), 7-9.

Holland has no significant education programs but does have some impressive group therapy. Portugal has study-release and technical programs in schools. All English penal institutions have education programs. Full-time teachers are recruited by local education authorities, and all prisons have libraries. The intent is to make prison education equivalent to the outside.

Leeke, W. D. Correctional education and training in South Carolina. Journal of Correctional Education, 1973, 25 (1), 24-28.

Academic and vocational courses are taught by professionals trained in the field of instruction. University students may aid teachers as may qualified inmates. Inmates are screened before admission. While there are no grade levels, there is a system of three levels roughly corresponding to grades 1-4, 5-8, and 9-12. The latter level prepares one for the high school equivalency test. A college program is also offered in cooperation with the University of South Carolina.

Leiberg, L. G. Project Challenge. In A. R. Roberts (ed.). Readings in prison education. Springfield, Illinois: Charles C. Thomas, 1973, pp. 155-171.

Project Challenge is a program for youthful offenders designed for multi-occupational training, counseling, employment, follow-up, and community support at the Lorton Center in Virginia. The main effort is for inmates whose lack of prior training and education makes them unable to profit from routine training programs. It is designed to help them acquire positive social attitudes and develop motivation and vocational skills. There is on-the-job training with local industries in several areas, and there is coordination among the institution, training personnel, and probation and parole authorities to devise a workable method to support released trainees by job assistance and placement. VISTA volunteers are many of the counselors. The follow-up program provides intensive support to released trainees during the first months after release to strengthen and reaffirm the confidence instilled in training.

Lewis, J. P. and Boyle, R. Evaluation of the 1975-76 vocational and basic education programs in the eight Pennsylvania state correctional institutions. Pennsylvania State Department of Education, Office of Correctional Education, 1976, ERIC Document Reproduction Service #ED 132 388.

Most student offenders were between 16 and 30 years old, had a tenth-grade education, were single, had committed their first offense, were serving less than five-year sentences. Most had career plans and were in vocational programs that were highly related. Major institution jobs included menial work like a janitor and more skilled work like a butcher. In general, the correctional institutions provided offenders a good orientation on the importance of education to employment but not enough on actual employment. Programs combine vocational training with basic education like English and math. General objectives were to develop salable skills and basic skills.

Lewis, M. V. Prison education and rehabilitation: Illusion or reality? A case study of an experimental program. University Park, Pennsylvania, Institute for Research on Human Resources, 1973. Abstracted in Crime and Delinquency Literature, 1974, 6, 183.

An experimental program at the Pennsylvania State Correctional Institution at Camp Hill tested if humanities could contribute to the rehabilitation of young criminal offenders. Participants were selected from the evening school program at the prison and were capable of academic work on a secondary level. There was no evidence

that the humanities program had a significant influence on post-prison behavior. Over a 33-month follow-up period, 30% recidivated, but there were some indications that the program had an effect while the participants were still in prison.

Maskin, M. B. The differential impact of work-oriented vs. communication-oriented juvenile correction programs upon recidivism rates in delinquent males. Journal of Clinical Psychology, 1976, 32, 432-433.

The present study investigated differential effects of two distinct correctional programs, one emphasizing work-oriented intervention and one emphasizing communication-oriented therapeutic intervention, on recidivism rates in delinquent males aged 15 to 17. The work-oriented program helps self-reliance by developing individual, vocational, and personal skills: it includes physical and personal duties involved with hygiene, subsistence, ranch maintenance, and recreation. The communication-oriented program emphasizes "parent-child" interaction through individual and group counseling in an effort to improve family unity. Both programs consist of six months in residence and four months of after-care. Greatest amount of recidivism came from the work-oriented group both during the residence and after-care periods. The author feels this difference is caused by a desirable change in self-concept that is best achieved in a communication-oriented program. The study indicates that the communication-oriented delinquency has a greater long-term impact. Isolating an offender in a work-oriented setting neglects interpersonal and family concerns.

McCollum, S. G. New designs for correctional education and training programs. Federal Probation, 1973, 37 (2), 6-11.

Prisoners have different interests, aptitudes, educational experiences, and achievement levels. Most correctional education programs imitate the worst of the public schools: conventional rooms with orderly rows and a teacher behind the desk. Academic and vocational programs are rarely integrated. Teachers who "moonlight" are poor motivators. The prison atmosphere is inherently not disposed toward education, so the alternative is to remove it from prison. In an educational voucher system, inmates receive vouchers after a specified period of institution work; these entitle him to full-time involvement in an outside school or apprenticeship. Because costs are similar regardless of prison size, prisoners should be grouped according to education and training requirements. Where live instruction is not feasible, technological devices should be used.

McCollum, S. G. The potential of new educational delivery systems for correctional treatment. Journal of Correctional Education, 1973, 25 (2), 31-38.

The author proposes a model adaptable to most correctional situations. Basic education is a necessity and should be taught in small classes. Secondary education toward an equivalency diploma should be offered. Postsecondary programs contributing to post-release employment should be encouraged. Academic and vocational programs must be combined with appropriate social education and supportive programs or else they may fail in the goal of preparation for living. Assignment to specific program elements should depend primarily on the inmate's educational achievement and time available for involvement and not on his age or length of sentence. Specific and measurable behavioral objectives should be set. Tests should be kept to a minimum.

McCollum, S. G. What works! A look at effective correctional education and training experiences. Speech presented at Annual Conference of American Psychological Association, 1976, ERIC Document Reproduction Service #ED 130 055.

It is a mistake to measure program effectiveness by recidivism rate because the total prison experience and personal history are more relevant. Rather, program relevancy and participation rates are more accurate measures. The program must provide quality and prepare the student for national performance standards. The author maintains that it is unknown if a course reflecting the needs and desires of inmates contributes to a decline in recidivism, but the course's justification should be the same as for the outside world: education and training contribute to preparation for self-support and socially acceptable life styles. Six states have established separate school districts for prisons, and some are considering prison colleges. The average level of educational attainment in prisons is increasing (in 1975, 40% had high school diplomas or the equivalent), but most offenders lack a marketable skill. Future educational programs, then, must address the problems of lack of skills.

McCullough, K. O., Plott, J. M., and Honsted, R. E. Our east campus is a correctional institution. Georgia Journal of Corrections, 1974, 3 (1), 58-60.

The authors describe a program of the Federal Correctional Institution and the Tallahassee Community College within the walls of the institution. About 10% (73) of the inmate population enrolled

in the eight courses: 45 took a full load of at least 12 quarter-hours, and 18 made Dean's List in the quarter prior to this report although there were adverse conditions including no library. Correctional authorities must be aware of and accept the fact that the purposes and goals of the college classroom--challenging authority, welcoming diversity, and freedom to think--are often antithetical to institution policies and procedures.

Morris, D. W. The university's role in prison education. Nebraska Law Review, 1966, 45, 542-564. Reprinted in A. R. Roberts (ed.). Readings in prison education. Springfield, Illinois: Charles C. Thomas, 1973, pp. 14-38.

Education programs vary from state to state, and recent developments place an emphasis on social education by lectures, visual aids, discussion of basic social virtues, and on to group counceling and therapy. Properly considered, prison education equals adult education. The author describes the Southern Illinois University--Illinois State Penitentiary at Menard program. Experience there shows that a state-supported university can give a credit course program in prison without objections from the public. Such courses can be of immediate value and must be staffed by unusually excellent instructors. The teacher must be enthusiastic and have no reservations about the prison environment. There are also extracurricular benefits to college-prison cooperation since the inmates gain the benefit of visits by student groups. Two very important factors in programs are the needs for carefully planned work and understanding the personal factor in the development of the student-prisoner. In planning courses adequate consideration must be given to competent personnel, the institutional setting, the scope of the program, library coordination, special education, and orientation, guidance, and pre-release counseling.

Naymark, R. Prison without walls teaches job skills. Worklife, 1976, 1 (3), 30-34.

The author describes a Minnesota project which is a 24-hour per day, group-centered program where selected inmates learn social and academic skills as well as a trade. The program consists of deinstitutionalization: all rules were eliminated but the proviso that men may not hurt others. Inmates could have money, dress and groom themselves as they please, and are mixed according to age. Group members work, study, eat, and live together and help each other. Work is focused on social problems because they are the real obstacle to maintaining employment. All work is in the transportation industry, and eligibility is limited to 50 men within one year

of release. Self-examination is encouraged. After four years of the program, there have been 237 graduates, over 97% of whom have been placed. Ninety-one per cent had not recidivated after two years, and 83% after three years.

Palfrey, C. Remedial education and the adult offender. Howard Journal of Penology and Crime Prevention, 1974, 14, 78-85.

The author hypothesizes that a serious inadequacy in reading, writing, and oral expression is one of the various factors disposing one to crime. A significant percentage of prisoners in Britain are illiterate or semi-literate. The author claims that prisoners' low reading ability can be raised by several years' ability levels in just a few weeks, and he cites programs that have done that. Four areas to combatting illiteracy are identification of the disability, teacher recruitment and training, teaching methods and material, and research. Literacy tests should be devised specifically for adult offenders in penal institutions and should be compulsory. There should be more full-time teachers. There should be programmed instruction and language labs. Different kinds of courses in different kinds of settings should be tested.

Roberts, A. R. Sourcebook on prison education: Past, present, future. Springfield, Illinois: Charles C. Thomas, 1971.

This book contains a broad perspective of approaches to prison education. After giving an historical perspective on its development, it discusses the current state of academic education in some correctional institutions. Then, it analyzes the function of operant reinforcement in resocialization of the institutionalized offender. It further discusses vocational and social education programs and recreation in correctional institutions. Finally, it discusses the role of prison libraries.

Roberts, A. R. (ed.). Readings in prison education. Springfield, Illinois: Charles C. Thomas, 1973.

The articles compiled in this volume suggest ways in which the social restoration of the offender population can be accomplished through education. The first part, Development of Prison Education, consists of three articles: "Reaching Maturity Through Etamni Education," "The University's Role in Prison Education," and "A History of Education in Canadian Federal Correction." Section two, Objectives of Prison Education, consists of: "Model Components,"

"A Systems Approach to Correctional Education," "Education's Contributions to Institutional Treatment Modules," "Treatment Modalities in Prisons," "What Makes Correctional Education Correctional?" and, "Prerequisites to Extension of Prisoner Education." Section three concerns training for correctional educators. Section four, Academic and Vocational Education, includes: "Motivationally Oriented Designs for an Ecology of Learning," "Project Challenge," "Bridging the Gap Between Correctional Education and the Public Schools," "The Re-education of Criminals," "Vocational Rehabilitation and Corrections: A Promising Partnership," "Using Vocational Skill Clusters to Teach Adult Basic Education," "Needed: A Special Employment Clearinghouse for Ex-Offenders," and "College as a Parole Plan." Section five, Social Education, includes: "Social Education in a Penitentiary," "An Attempt at Self-Direction Through Social Reeducation," "Group Therapy in the Treatment of Offenders," "An Experience in Group Counseling," "The PICO Project," "Problems and Counseling in Pre-release." Section six involves education through libraries. Section seven, Research, consists of: "The Effectiveness of Correctional Education," "Research in Correctional Education," and "Evaluation of Adult Basic Education in Correctional Institutions." The final section consists of an article on a philosophy of corrections. Some of the above articles are individually annotated here.

Roberts, A. R. A new delivery system for post-secondary education of the offender. Journal of Correctional Education, 1973, 25, (2), 3-14.

There are ten basic components of a systems approach to post-secondary correctional education: delineation of program objectives, determination of selection process, assessment of available resources, determination of resource utilization, estimation of program cost, search for funding sources, request funds, outcome of funding request, implementation of post-secondary program, and evaluation of program performance. The author elaborates on guidelines and standards for these components.

Sackett, D. H. and Blake, H. E. Developing curriculum materials for adults in county prisons. Federal Probation, 1974, 38 (2), 41-45.

There are many educational factors concerning students, including: 1) challenge students with techniques appealing to adults; 2) make lessons fast-paced and relevant; 3) allow for short attention spans; 4) provide for immediate feedback and/or discussion where possible; 5) allow active participation; 6) give opportunities to

practice skills in non-drill setting. Educational factors about content and organization include: 1) develop materials in terms of specific cognitive and affective objectives; 2) allow for different ability levels; 3) design for large and small groups and peer teaching. Relevant factors about correctional facilities include the attitude of authority figures, prison location, availability of transportation for teachers. There should be a reward system so that it becomes externally desirable to participate. There should be few rules.

Savage, H. Educational issues important in correctional institutions. Canadian Journal of Criminology and Corrections, 1974, 16, 181-187.

There is a conflict between the behaviorist and humanist schools. Does behavior change from inside or outside people? Do motivations change when behaviors change? Must one teach specifics or can one expect learners to generalize? Can one expect learners to take responsibility for themselves? Should the school curriculum center around subject-centered or competency-centered objectives? Is the purpose of education to meet the needs of the learner or the formal requirements of society? The author advocates behavioral techniques because such objectives result in educational improvement by taking the guesswork out of what is to be learned.

Smith, R. R., McKee, J. M., and Milan, M. A. Study-release policies of American correctional agencies: A survey. Journal of Criminal Justice, 1974, 2, 357-364.

The authors surveyed the directors of all state corrections departments and the heads of the D. C. Corrections Department and the Federal Bureau of Prisons. Forty states operate study-release programs with two to come; 38 have participants in college programs. The largest number of offenders in study-release are in vocational schools. Important factors in the selection of participants include custody grade, educational need, time served, and offense. Fourteen states reported that no factor prohibits participation.

Stergios, B. G. and Poynton, R. B. High school math in the county jail. Journal of Correctional Education, 1974, 26 (4), 14-17.

The authors describe an individualized program at the Ingham County Jail in Michigan. Goals are to maintain close to maximum enrollment, to communicate as relevantly as possible with each

student and to make available attention and resources to satisfy the needs and fulfill math interests of the inmates. There are six levels of instruction ranging from basic arithmetic (e.g., fractions) to higher level algebra (e.g., quadratic equations and trigonometry). Each level has its own test.

Taylor, A. Beyond rehabilitation: The Federal City College Lorton Project--a model prison higher education program. Journal of Negro Education, 1974, 43, 172-178.

The program has certain philosophical concepts. First, urban blacks have no land or rich material resources--their only resource is people, who must be developed through training. Second, personal rehabilitation with its semi-religious connotations of redemption through therapy is rejected; rather, imprisoned blacks represent the best of their community and need the opportunity to serve as leaders. Third, it emphasizes getting out into the community by succeeding academically and working with black teenagers. The elaborate program has three phases. There are academic programs within the institution, job readiness training programs, and leadership and management programs coordinated with H. E. W. Through this last phase it is possible to become a manager in H. E. W. The recidivism rate for four years was under 15%. The average grade-point average was 2.8.

Venezia, P. S. and Gottfredson, S. D. The PACE Institute: A limited assessment of its effectiveness. Davis, California, National Council on Crime and Delinquency Research Center, 1972. Abstracted in Crime and Delinquency Literature, 1973, 5, 66.

PACE (Programmed Activities for Correctional Education) Institute is an educational program for the Cook County Jail. Participants in the program have significantly fewer problems in seeking employment, are more often employed, need less time to find a job, have higher employment aspirations, work longer, and have fewer arrests than nonparticipants. The average achievement gain is 1.1 grade levels in 5.39 months.

Waldo, G. P. Research in correctional education. Journal of Correctional Education, 1969, 21 (4), 4-9.

One study shows that released inmates mostly get into jobs similar to those they had prior to incarceration and don't take advantage of prison training. Eliminating recidivism must be the

goal of programs. A comparative base must be used in evaluating program effectiveness. To do research, one must begin a program with good control groups. All groups should get the same pretest and posttest. Community adjustment after release should be checked.

Whitson, C. M. and Monroe, W. E. Correctional vocational education: An assessment. Journal of Correctional Education, 1974, 26 (4), 8-9.

Vocational training is important in Texas corrections. Education and on-the-job experience is combined. Texas has a very low recidivism rate. The Windham program is non-graded, has a year-round term, and has half-day class sessions five days per week. A third of those in the study took jobs related to their training in the program.

Wooldridge, S. College for prisoners: Ohio's open door. Change, 1976, 8 (9), 17-20.

Ohio University accepts prisoners from the Southern Ohio Correctional Facility for independent study. NewGate is the best-known nationwide prison college program but has been unsatisfactory in Ohio: it offers a term of in-prison classes followed by an educational furlough for a term on campus, but eligibility is too restrictive. Programs based on in-prison classes have two inherent drawbacks: they have a limited number of courses and must be basic to attract a sufficient enrollment so long-term particularly become frustrated, and, if a prisoner is transferred, he must drop out of the classes. All in this Ohio program must carry a full load of 12 credits and are allowed a full year to complete one quarter. Anyone with a high school diploma is eligible. The basic cost for independent study has been $17.50 per credit hour. Prisoners without savings or outside funds can usually get a grant through the Veteran's Administration or other agency. The program breaks even without subsidies.

Wylie, P. B. et al. Development of a systematic automotive education program. Final report. Human Resources Research Organization, Fort Knox, Kentucky. 1974, ERIC Document Reproduction Service #ED 131 232.

Institutional training should reflect the needs of outside employers, not the institution itself. A 1969 report of Washington

State shows the effectiveness of intensive vocational rehabilitation, and a 1969 report from Atlanta finds that supportive counseling and psychological therapy are the two most significant services and that the client and family should be treated as a unit. There are some problems with most prison vocational programs. For example, they follow the academic model stressing long periods of training time to attain journeyman skills. Prisoners with shorter sentences are thus deprived. Generally, ancillary skills like interpersonal relations and general educational abilities which are needed to obtain and retain employment are not included. Vocational programs are too often based on management considerations like available equipment which may not coincide with demand. The Systematic Automotive Educational Planning Project described in this report is designed to provide techniques for the development and implementation of realistic vocational training and placement programs for prisoner rehabilitation. It is based on current labor demands. A citizens council acts as a bridge between corrections and training personnel and society. A Trades Council consisting of industry representatives provides job requirements information and certifies graduates. It identifies new job areas within the industry, specifies standards, identifies employability problems of ex-offenders, coordinates placement.

Zink, T. M. A study of the effect of prison education on societal adjustment. Journal of Correctional Education, 1972, 22 (2), 18-20.

There were several hypotheses in the present study. First, there should be significant differences in post-release number of arrests between those who had attended prison school and those who had not. Second, there should be an appreciable difference between the two groups in terms of types of later crimes and severity. Third, there should be a significantly greater number of men who attended prison school who succeed in society. The study was at the New Castle Correctional Institution in Wilmington, Delaware. In a three-year follow-up period, the school group was better in every category. The same was true after four and five years. The last hypothesis was accepted with the most strength.

Zivan, M. State rehabilitation services for the adult offender. Journal of Rehabilitation, 1975, 41 (5), 27-30, 40.

Problems of the typical offender population include limited education, lack of skill, poor work history, a disorganized life, family problems, negative attitudes to society, emotional instability,

and feelings of defeatism. This report is the result of surveys sent to each of the 50 states and the territories. There were 52 responses in all. Forty-six agencies had special programs: six provided a full range of vocational rehabilitation, 31 offered counseling, 19 offered medical, vocational, and psychological diagnostic evaluations, 18 had vocational training, and 12 had job placement and follow-up. The most common suggestion for improved service is more intensive rehabilitation within the institution.

PROBATION

Acquilano, J. N. The Monroe County Pilot Probation Program: A preliminary report. Probation and Parole, 1971, 3, 74-75.

This article describes a program operated by the Graflex Education and Training Division of Singer Company in Monroe County, New York, to reduce the disabilities of lack of job skills, deficient education, or poor work habits. The program is designed to identify specific strengths, vocational aptitudes and abilities, and to provide social and job counseling. Five eights of the high school dropouts in the program were prepared for general equivalency diplomas. At the time of this report, of those having completed the program, about 2/3 had jobs with an average pay of $3.29 per hour when the minimum wage was $1.85.

Acquilano, J. N. Monroe County Probation Project. A follow-up report. Probation and Parole, 1972, 4, 55-62.

The following were the major program components: diagnostic services (including probation reports); vocational evaluation; education designed to upgrade academic achievement for better employability (primary methods were individualized programmed instruction, group instruction, and tutoring); guidance and counseling to initiate and reinforce positive behavior and the development of constructive self-direction (also, providing "job survival skills" consisting of job attitudes, money management, employee rights and benefits, community services, and obligations of the probationer); supportive services; job training and placement; and job coaching about specific employment problems. Among the major findings at this stage of the project were: an attrition rate less than 2%; after 4 months (less than 40 hours), there was an average gain of one academic grade level; a reduced unemployment rate; high satisfaction ratings by employees, personnel officers, and line supervisors alike; reduced recidivism. There was serious doubt cast on the premise that unemployment is a major cause of recidivism; rather, people beset with multiple problems have differences with employers and the law.

Adams, R. and Vetter, H. J. Probation caseload size and recidivism rate. British Journal of Criminology, 1971, 11, 390-393.

The authors hypothesized that the effectiveness of probation is a function of the intensity of the interpersonal process, which is measurable by caseload size. The two conditions in the study were caseload sizes of 42 and 80. After six months there were significantly fewer recidivists in the low-caseload group. The authors conclude that, for adolescent, white male first offenders, increased intensity of supervision increases the probability of probation success.

Atkinson, D., Fenster, C. A., and Blumberg, A. S. Employer attitudes toward work-release programs and the hiring of offenders. Criminal Justice and Behavior, 1976, 3, 335-344.

The authors report that employers with experience with work-release programs have had good experiences with them. Employers who had not previously been crime victims were more likely to hire offenders than those who had. Those with previous experience with offenders were more likely to hire them. Murderers, rapists, and muggers were the least likely to be hired. Most employers would want to know an offender's history.

Babst, D. V. and Mannering, J. W. Probation versus imprisonment for similar types of offenders. Journal of Research in Crime and Delinquency, 1965, 2, 60-71.

Most cases in this Wisconsin study involved property offenses, but some involved assault, robbery, or abandonment. Seventy-two per cent of all offenders were put on probation: of these, 79% of those without prior felony convictions were put on probation, as were 63% of those with one prior felony. In Wisconsin judges tended to give short prison sentences (average of 38.3 months for first-offenders in 1960 compared to 81.2 for the nation), and parole violation was low. Judges tended to place offenders with low violation rates on probation and to imprison others: for first-felony offenders, those on probation had lower violation rates than those on parole, while for those with one prior felony, probation and parole violation rates were similar. For multi-felony offenders, those on probation had higher violation rates than those on parole.

Bergman, H. S. Community service in England: An alternative to custodial service. Federal Probation, 1975, 34, 43-46.

The British Criminal Justice Act of 1972 allows the court to waive prison for any offender over 17 and order 40 to 240 hours of unpaid community work which must be completed in one year during the offender's spare time. There are three requirements for participation: the offender's consent; notification to the court of arrangements; and a probation officer's report along the lines of a social profile. Community service orders should meet four conditions: they should be meaningful to the individual and beneficial to the community, aid the individual in his personal adjustment and development, provide an opportunity to continue the task after the order's expiration, and make the individual more aware of the needs of others. There was an initial worry over whom to admit to the program, but, now, among those included are those with low IQ, alcoholics, addicts not seriously unstable, and even those with a long history of recidivism. Each offender is given a list of choices of opportunities, but the final selection is up to the program. Community Service is favorably received by offenders, to whom it gives feelings of trust and responsibility and the opportunity to use skills, develop close personal relationships, and "give" to society. Probation officers are enthusiastic about it. Even the public accepts it.

Bratter, T. E. Group psychotherapy: A restructuring of the probation process. Corrective and Social Psychiatry, 1976, 22, 1-5.

Among the author's contentions is that each offender ought to be given the opportunity to combine group and individual psychotherapy.

Feldman, S. D. Trends in offender vocational and education programs: A literature search with program development guidelines. American Association of Community and Junior Colleges, Washington, D. C., 1975, ERIC Document Reproduction Service No. 125 709.

Examples of occupational training programs include, for men, auto mechanics, machine shop skills, accounting, and trades, and, for women, traditional skills. Sources of these programs include correctional staffs, business and unions (like IBM, Xerox, Volkswagen), and educational institutions, especially two-year colleges. If an educational program is in the community, it should have input from correctional, educational, and community sources. There should be a definite eligibility determination as to, for example, age, prior record, academic level. Many specialists should be included in each program. A philosophy for the program should be developed beforehand. It should decide to what extent probation requirements should act as models for offender behavior. Courts must be involved in the program, and it must have credibility in the eyes of the courts.

Joseph, H. Court services and methadone treatment: The New York City Probation Program. Probation and Parole, 1971, 3, 34-45.

The author contends that methadone maintenance is effective: one study showed that 82% stayed in treatment, about 2/3 were employed, in school, or homemakers, and arrest rates dropped drastically. In the New York Probation Program, probation and medical staffs are combined so there is no duplication of effort. Court clinic psychiatrists assist in intake screening, stabilizing patients, and helping to resolve ongoing medical and psychological problems. Of those remaining in the program, a good majority has jobs. Methadone treatment is voluntary and an addict can leave the program at any time, and this allows the dignity essential for the patient to overcome his addiction.

Kapp, G. Group work with probands in a probation setting. Bewahrungshilfe, 1971, 18, 216-225. (Abstracted in Abstracts in Criminology and Penology, 1972, 12, 723.

Discussions with some probands show that, when group work methods are properly used, probands who are uncertain in their relations to reality, their own identity, and the social envirnment, can be assisted in the process of maturation by participation in these intensive groups or problem groups.

Keve, P. W. Imaginative programming in probation and parole. Minneapolis: University of Minnesota Press, 1967.

This is a book describing many probation methods for both adults and juveniles. Casework is viewed as a dynamic method, while group-work is demanding but effective in reducing recidivism. The author describes several special purpose programs most often used for juvenile offenders because it is easier to appeal to the public conscience for youthful offenders. For example, the Citizenship Training Groups in Boston provides two hours of educational, recreational, and creative activities mixed with testing, discussions, and casework after each school day. The Weekend Ranch Program in Minneapolis gets children away from the city and their homes. Programs providing work experience teach good work habits and responsibility. The author lauds programs where clients become staff. Probationers may be able to counsel others effectively partly because they meet clients with little cultural distance. Assignment to guide others suggests he himself has improved: he infers that he is seen as having a skill and a basis for social status. Reformed offenders can serve as good models of behavior change for youthful offenders.

Landis, J. R., Mercer, J. D., and Wolff, C. E. Success and failure of adult probationers in California. Journal of Research in Crime and Delinquency, 1969, 6, 34-40.

The purpose of the study was to identify significant factors related to success in probation. The authors examined 791 completed cases of adult males (of which 415 were successes) on probation between 1956 and 1963 in Sacramento County, California. The men ranged in age from 18 to over 60, but the median age was 25, and 82% were white. Two-thirds did not have a high school diploma. Failures (that is, those who violated the conditions of probation or were convicted of a new crime) were more likely to have less education, low-prestige jobs, more erratic work histories, and to be divorced or separated. Further, failures had fewer honorable discharges from the military, were more than twice as likely to have juvenile records and to have committed a misdemeanor or felony as an adult. All probationers have generally committed property crimes, but successes committed four times as many personal crimes, which are often crimes of passion less likely to be repeated. The authors caution that more stringent conditions are required for serious criminals, but the data suggest that imposition of conditions increases the likelihood of failure. The longer the probationary period, the greater the chance of failure. Twice as many failures had restitution ordered as a condition. The authors conclude that greater success may result if conditions insure a degree of flexibility and individualization.

Mahoney, J. R. et al. Offender Assistance through Community Colleges Program. Final report. American Association of Community and Junior Colleges, Washington, D. C., 1976, ERIC Document Reproduction Service No. 130 702.

The program is designed to show that a community college is uniquely suited for offenders. The general goals for the three colleges involved are: 1) to provide educational and human assistance to offender students; 2) to develop collaborative relationships among colleges, criminal justice agencies, and community public service agencies; and 3) to develop program models implementable elsewhere. The target population was first-time convicted felons on probation; of the 712 in the program, 445 were from this target group. The total per student cost of the target group was $467.41. Twenty-five per cent of the target group enrolled in Adult Basic Education, 20% in General Education, 27% in academic curricula, and 20% in occupational courses. From the target population only 6.1% were charged with a new offense compared to a national probation failure rate of 45%. Colleges complemented probation officers and required little extra work of them. All academic and occupational programs were available on the basis of interests, needs, strengths, and weaknesses of each probationer. The author makes several recommendations. For example,

in a national program, as much local autonomy should be given as possible. Effective counseling is crucial and should be readily available to these students. Ideally, there should be full-time counselors sensitive to the special needs of these students; otherwise, willing faculty members are acceptable. There is a potential problem where the general public may be upset if it learns that offenders get some special treatment in college while "upstanding" citizens do not; the program should keep a low profile.

McGinniss, R. D. Probation outcome and employment: A study of employment services within a suburban probation department. John Jay College of Criminal Justice, Master's Thesis, June 1976.

The majority of existing research on recidivism is not on probationers, the largest group of criminal offenders, probably because of the difficulty of getting good controls. The author of the present study sought to identify factors involved in the success or failure of probationers in Bergen County, New Jersey, The county probation department has, among other programs, a Job Bank referral service that also provides vocational counseling, interview training, and referral to remedial programs. It was hypothesized that, if employment cuts down recidivism, then Job Bank participants should have lower recidivism rates. Indeed, this was observed to be true. Three other factors contribute to probation success were whether the last job was lost by arrest, number of convictions, and whether the person had drug counseling; however, these were far less significant than employment. Statistical analysis shows that it is unlikely that the Job Bank contributes to outcome success by means of biased selection, although Job Bank subjects were generally younger and better educated.

McGinnis, R. D. and Klocksien, K. L. Probation and employment: A report to the Bergen County, N. J., Probation Department, Hackensack, N. J., 1976. Abstracted in Criminal Justice Abstracts, 1977, 2, 40-41.

This study had two purposes: to determine the factors involved in the success or failure of probationers in Bergen County, and to determine the impact of the Job Bank Project, which finds jobs for probationers, on probation outcomes. Job Bank clients were younger, better educated, and had more involvement with drugs but less with alcohol than non-clients. The most important variable in determining the sucess of outcome was whether or not a person had a job during probation. In Bergen County, the Job Bank Program is the major factor in promoting the employment of probationers, and it accomplishes this by creating opportunities.

Tomaino, L. The five faces of probation. Federal Probation, 1975, 34, 42-45.

The probation officer and program developers face an inherent conflict: the needs of the community (control) versus the needs of the probationer (rehabilitation). The author discusses possible results when probation officers vary in how they balance these two needs. If there is low emphasis on control and high on rehabilitation, then probationers will want to keep to rules once they get an insight into themselves: officers should be supportive, warm, and nonjudgmental. Where there is low control and low rehabilitation, probationers should know exactly what to do and the sanctions if they disobey. In a high control, low rehabilitation condition, probationers keep to rules only if officers take a hard line with close supervision. In a high control, high rehabilitation situation, probationers keep to rules when they are credible because they meet their needs; the officer should be open but firm. Finally, when there is medium control and rehabilitation, probationers keep to rules if they like their officer and identify with his values: the officer must work out solid comprises in his relationships with probationers.

Vetter, H. J. and Adams, R. Effectiveness of probation caseload sizes. Criminology, 1971, 8, 333-343.

This is a literature review. In one well-known project, the San Francisco Project, subjects were randomly assigned to groups varying in type, amount, and intensity of supervision. Data suggest that the number of contacts between the offender and his probation officer is unrelated to the success or failure under supervision if assignment to caseloads is random. Different types of offenders should be selected for different caseloads. The authors comment that caseload size is concerning but there has not been much research in it. It remains an open question: evidence suggests that correctional efficiency is closely contingent on early detection and proper intervention.

Vogt, H. An invitation to group counseling. Federal Probation, 1971, 35 (3), 30-32.

The group described in this article meets one evening a week for 75 to 90 minutes each time. Primary emphasis is placed on the specific goals members want to pursue, evaluating problem areas and treatment needs, eliminating some distorted ideas probationers have about probation officers, interpreting the functions and role of the probation officer, and determining if problem areas are related to the offenses

and what the probationer and officer together can do to resolve them.

Wallace, G. Summary probation: A way to provide more probation service for misdemeanants. Crime and Delinquency, 1960, 6, 391-395.

The author contends that summary probation is useful and effective in handling many misdemeanants; it is also a feasible way of providing probation services to lower courts. Summary probation saves having to do a presentence investigation and report; rather, the judge fills out a probation order on the bench and the defendant must see the probation officer right after court. Basic to the success of summary probation is the suspended jail sentence: if jail is a deterrent, it is so most when a person first faces the prospect of it. An example of the type of program appropriate here is a "Driver Attitude" class for traffic violators.